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INTERNATIONAL GCSE
GEOGRAPHY

9230/2

Paper 2 Challenges in the human environment

Mark scheme

November 2021

Version: 1.0 Final Mark Scheme



2 1 B Y 9 2 3 0 2 / M S

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Section A

Question 1 Urban issues and challenges

| Qu | Part | Marking guidance | Total marks |
|----|------|---|--|
| 01 | 1 | <p>Study Figure 1, a graph showing global urban and rural population change (1960-2017).</p> <p>In which year were global urban and rural population totals the same?</p> <p>C – 2007</p> | <p>1 mark AO4=1</p> |
| 01 | 2 | <p>Describe the change to global urban and rural population between 1960 and 2017.</p> <p>1 mark – Some reference to increase</p> <p>2nd mark – Comparative use of data (do not need to repeat dates if whole graph considered) OR identification of change in the rate of change (1960-1980; 1980-2017).</p> <ul style="list-style-type: none"> • Urban population has gone up (1) by over 3 billion between the two dates(1) • Urban population has increased(1) from 1 billion to over 4 billion(1) | <p>2 marks AO4=2</p> |
| 01 | 3 | <p>Study Figure 2, Lagos – The fastest growing city in Africa.</p> <p>Complete the bar chart in Figure 2 using the information below.</p> <p>Ouagadougou, Burkina Faso – Population growth per hour – 23</p> <p>1 mark for bar accurately completed. The vertical line must be between 22 and 24.</p> | <p>1 mark AO1=1</p> |
| 01 | 4 | <p>Calculate the estimated growth of population in Lagos for 1 day (24 hours).</p> <p>1848</p> | <p>1 mark AO4=1</p> |

| | | | |
|----|---|---|---|
| 01 | 5 | <p>Suggest how each of the following factors have led to population growth in LIC/NEE cities.</p> <p>2 marks for each of the factors</p> <p>Natural Increase</p> <p>1 mark –some general understanding of natural increase – “more births than deaths”, “more people being born than dying”</p> <p>2nd mark for some development which shows a better understanding of natural increase OR some reasoning – “the birth rate is higher than the death rate so there is an increase in population”, “more people are being born than are dying because the population is more youthful”</p> <p>Migration</p> <p>1 mark –some general understanding of migration– “lots of people are moving to the city”</p> <p>2nd mark for some development which shows a better understanding of migration OR some reasoning – “people migrate to the cities because there are more economic or social opportunities”</p> | <p>4 marks AO2=2 AO3=2</p> |
| 01 | 6 | <p>Outline two challenges created for city authorities as a result of rapid urban growth in LIC/NEE cities.</p> <p>1 mark for each reasonable challenge.</p> <p>Ideas might include;</p> <ul style="list-style-type: none"> • Supply of housing • Basic services (water/sanitation/electricity) • Social services (education/health) • Transport infrastructure • Issues linked to crime • Pollution issues • Employment/unemployment issues • Social inequality might increase | <p>2 marks AO3=2</p> |

| | | | | | | | | | | | | | | | |
|-----------------------|--------------|--|-----------------------|--------------|---|--------------------|--------------|--|--------------------|--------------|---|--|---|---------------------|---|
| 01 | 7 | <p>Study Figure 3, a photograph showing an urban slum area in a LIC/NEE city.</p> <p>Explain how the conditions shown create challenges for people living in urban slums in LIC/NEEs.</p> <p>Use Figure 3 and your own understanding.</p> <p>The focus here is about people, with specific reference to urban slums.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Level 3 (Detailed)</td> <td style="padding: 5px;">5–6 marks</td> <td style="padding: 5px;">Detailed analysis of the photograph which identifies specific points and references how these might cause difficulties for people and why this might be a challenge within this type of socio-economic environment.</td> </tr> <tr> <td style="padding: 5px;">Level 2 (Clear)</td> <td style="padding: 5px;">3–4 marks</td> <td style="padding: 5px;">Shows evidence of clear “cause-effect” with regard to evidence from the photograph which suggests that the conditions may create problems for local people. The idea of “challenge” not really considered.</td> </tr> <tr> <td style="padding: 5px;">Level 1 (Basic)</td> <td style="padding: 5px;">1–2 marks</td> <td style="padding: 5px;">Identifies points from the photograph and offers basic descriptive observations with limited development.</td> </tr> <tr> <td style="padding: 5px;"></td> <td style="padding: 5px;">0</td> <td style="padding: 5px;">No relevant content</td> </tr> </table> <p>Indicative comment</p> <ul style="list-style-type: none"> • Figure 3 suggests that general living conditions are poor and there is a lack of infrastructure • The general environment is poor with high levels of pollution • These conditions create the possibility for a range of both physical and mental health issues • The lack of individual and government money and problems of planning make dealing with these issues and improving the living conditions a challenge | Level 3 (Detailed) | 5–6 marks | Detailed analysis of the photograph which identifies specific points and references how these might cause difficulties for people and why this might be a challenge within this type of socio-economic environment. | Level 2 (Clear) | 3–4 marks | Shows evidence of clear “cause-effect” with regard to evidence from the photograph which suggests that the conditions may create problems for local people. The idea of “challenge” not really considered. | Level 1 (Basic) | 1–2 marks | Identifies points from the photograph and offers basic descriptive observations with limited development. | | 0 | No relevant content | <p>6 marks AO2=3 AO3=3</p> |
| Level 3 (Detailed) | 5–6 marks | Detailed analysis of the photograph which identifies specific points and references how these might cause difficulties for people and why this might be a challenge within this type of socio-economic environment. | | | | | | | | | | | | | |
| Level 2 (Clear) | 3–4 marks | Shows evidence of clear “cause-effect” with regard to evidence from the photograph which suggests that the conditions may create problems for local people. The idea of “challenge” not really considered. | | | | | | | | | | | | | |
| Level 1 (Basic) | 1–2 marks | Identifies points from the photograph and offers basic descriptive observations with limited development. | | | | | | | | | | | | | |
| | 0 | No relevant content | | | | | | | | | | | | | |

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|--------------------|--------------|--|--------------------|--------------|---|--------------------|--------------|--|--|---|---------------------|---|
| 01 | 8 | <p>Using an example of a city from a HIC that you have studied, explain why it is called a “world city.”</p> <table border="1" data-bbox="331 353 1291 667"> <tr> <td data-bbox="331 353 501 495">Level 2 (Clear)</td> <td data-bbox="504 353 624 495">3–4 marks</td> <td data-bbox="627 353 1291 495">Uses a clear example and offers an understanding that the city has a broader global context. This might be expressed in economic (trade) or socio-cultural terms.</td> </tr> <tr> <td data-bbox="331 499 501 629">Level 1 (Basic)</td> <td data-bbox="504 499 624 629">1–2 marks</td> <td data-bbox="627 499 1291 629">Identifies an example and expresses a basic appreciation of how it has a broader context. Limited exemplification in economic (trade) or socio-cultural terms.</td> </tr> <tr> <td data-bbox="331 633 501 667"></td> <td data-bbox="504 633 624 667">0</td> <td data-bbox="627 633 1291 667">No relevant content</td> </tr> </table> <p data-bbox="331 701 756 734">MAX Level 1 if no example used</p> <p data-bbox="331 768 609 801">Indicative comment</p> <p data-bbox="331 835 995 869">A world city may have the following characteristics;</p> <ul data-bbox="331 873 1254 1126" style="list-style-type: none"> • Economic features; Headquarters of TNC’s, International financial institutions • Political features; Political centre with influence on world affairs • Transport features; International transport hub • Cultural features; Centre for a range of events, International tourist attractions, International educational institutions, International media centre | Level 2 (Clear) | 3–4 marks | Uses a clear example and offers an understanding that the city has a broader global context. This might be expressed in economic (trade) or socio-cultural terms. | Level 1 (Basic) | 1–2 marks | Identifies an example and expresses a basic appreciation of how it has a broader context. Limited exemplification in economic (trade) or socio-cultural terms. | | 0 | No relevant content | <p data-bbox="1329 640 1442 741">4 marks AO1=2 AO2=2</p> |
| Level 2 (Clear) | 3–4 marks | Uses a clear example and offers an understanding that the city has a broader global context. This might be expressed in economic (trade) or socio-cultural terms. | | | | | | | | | | |
| Level 1 (Basic) | 1–2 marks | Identifies an example and expresses a basic appreciation of how it has a broader context. Limited exemplification in economic (trade) or socio-cultural terms. | | | | | | | | | | |
| | 0 | No relevant content | | | | | | | | | | |

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|---|---|---|--------------|---|---|
| 01 | 9 | <p>For a HIC city that you have studied, evaluate the effectiveness of measures used to improve the environment.</p> | | | <p>9 marks AO1=3 AO2=3 AO3=3</p> |
| | | Level 3 (Detailed) | 7–9 marks | Demonstrates accurate and detailed knowledge and understanding about the measures used to improve the environment. Applies this effectively to put forward a coherent discussion which offers an evaluative judgement about the extent to which the identified measures have been successful. | |
| | | Level 2 (Clear) | 4–6 marks | Demonstrates appropriate and clear knowledge and understanding about the measures used to improve the environment. Applies this effectively to offer a discussion which offers some evaluative judgement about the extent to which the identified measures have been successful. | |
| | | Level 1 (Basic) | 1–3 marks | A number of largely generic points about the measures used to improve the environment. Simplistic attempt to offer an evaluative discussion. | |
| | | | 0 | No relevant content | |
| <p>Indicative comment</p> <p>Focus should be HIC</p> <p>The question could be addressed by looking at:</p> <ul style="list-style-type: none"> • individual strategies such as transport management, urban greening, housing developments • more holistic policies such as regeneration schemes | | | | | |

Section B

Question 2 The changing economic world

| | | | |
|----|---|--|---------------------------------|
| 02 | 1 | <p>Study Figure 4, a simplified diagram of the Demographic Transition Model (DTM).</p> <p>Complete the table to show how birth and death rates change in the DTM.</p> <p>1 mark for both parts completed accurately. Stage 3 – <u>Falling</u> Stage 4 - <u>Low</u></p> | <p>1 mark AO4=1</p> |
| 02 | 2 | <p>Suggest two reasons why the death rate falls in Stage 2 of the DTM.</p> <p>2 x 1 mark</p> <p>Possible answers might include:</p> <ul style="list-style-type: none"> • better healthcare • improved diets • improvements to water supply/sanitation • increased wealth • education (importance of hygiene/diet etc) | <p>2 marks AO2=2</p> |
| 02 | 3 | <p>Study Figure 5, a scattergraph showing the relationship between the Human Development Index (HDI) and urban population (%).</p> <p>Describe the relationship between the HDI and urban population shown in Figure 5.</p> <p>1 mark for general relationship – higher rate of urban population/higher HDI; positive correlation</p> <p>2nd mark – awareness that it is not always a strong correlation/Identifies anomalies (which might suggest a weaker correlation)</p> | <p>2 marks AO4=2</p> |
| 02 | 4 | <p>Identify one social and one economic opportunity of living in a city.</p> <p>1 +1</p> <p>Social – access to social facilities; community help; meeting friends; cultural opportunities</p> <p>Economic – job opportunities (range, income)</p> | <p>2 marks AO2=2</p> |

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|--------------------|--------------|---|--------------------|--------------|--|--------------------|--------------|---|--|---|---------------------|---|
| 02 | 5 | <p>Study Figure 6, an example of intermediate technology</p> <p>Explain how intermediate technology can improve the lives of people in LIC/NEEs.</p> <p>Use Figure 6 and your own understanding.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 5px;">Level 2 (Clear)</td> <td style="width: 15%; padding: 5px;">3–4 marks</td> <td style="padding: 5px;">Demonstrates appropriate and clear knowledge and understanding of appropriate technology and the context within which it can improve the lives of people in LIC/NEEs. Figure 6 context – Cause effect links considered; Ability to collect more water/water more easily/cleaner water will improve health/create economic opportunities.</td> </tr> <tr> <td style="padding: 5px;">Level 1 (Basic)</td> <td style="padding: 5px;">1–2 marks</td> <td style="padding: 5px;">Largely basic points which make generic observations about how appropriate technology can bring about improvements to the lives of people without showing an understanding of the context. Figure 6 context – Describes the use of the hippo roller; Can collect more water/Can collect water over greater distances.</td> </tr> <tr> <td></td> <td style="text-align: center; padding: 5px;">0</td> <td style="padding: 5px;">No relevant content</td> </tr> </table> | Level 2 (Clear) | 3–4 marks | Demonstrates appropriate and clear knowledge and understanding of appropriate technology and the context within which it can improve the lives of people in LIC/NEEs. Figure 6 context – Cause effect links considered; Ability to collect more water/water more easily/cleaner water will improve health/create economic opportunities. | Level 1 (Basic) | 1–2 marks | Largely basic points which make generic observations about how appropriate technology can bring about improvements to the lives of people without showing an understanding of the context. Figure 6 context – Describes the use of the hippo roller; Can collect more water/Can collect water over greater distances. | | 0 | No relevant content | <p>4 marks AO2=2 AO4=2</p> |
| Level 2 (Clear) | 3–4 marks | Demonstrates appropriate and clear knowledge and understanding of appropriate technology and the context within which it can improve the lives of people in LIC/NEEs. Figure 6 context – Cause effect links considered; Ability to collect more water/water more easily/cleaner water will improve health/create economic opportunities. | | | | | | | | | | |
| Level 1 (Basic) | 1–2 marks | Largely basic points which make generic observations about how appropriate technology can bring about improvements to the lives of people without showing an understanding of the context. Figure 6 context – Describes the use of the hippo roller; Can collect more water/Can collect water over greater distances. | | | | | | | | | | |
| | 0 | No relevant content | | | | | | | | | | |
| | | <p>MAX Level 1 if no example used</p> <p>Indicative comment</p> <ul style="list-style-type: none"> • An understanding of why these developments is seen as “appropriate” is required in order to reach Level 2. This can be considered in relation to available resources/skill base/financial background OR in terms of general sustainability. | | | | | | | | | | |

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|-----------------------|--------------|--|-----------------------|--------------|---|--------------------|--------------|---|--------------------|--------------|---|--|---|---------------------|--|
| 02 | 6 | <p>“The impacts of economic development are always positive.”</p> <p>To what extent do you agree with this statement?</p> <p>Use examples to support your answer.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Level 3 (Detailed)</td> <td style="padding: 5px;">7–9 marks</td> <td style="padding: 5px;">Demonstrates accurate and detailed knowledge and understanding about the impacts of economic development. Applies this effectively to put forward a coherent discussion which offers a balanced relative judgement about the impacts of economic development.</td> </tr> <tr> <td style="padding: 5px;">Level 2 (Clear)</td> <td style="padding: 5px;">4–6 marks</td> <td style="padding: 5px;">Demonstrates appropriate and clear knowledge and understanding about the impacts of economic development. Applies this to offer a discussion which brings in both positive and negative factors in relation to the impacts of economic development.</td> </tr> <tr> <td style="padding: 5px;">Level 1 (Basic)</td> <td style="padding: 5px;">1–3 marks</td> <td style="padding: 5px;">A number of largely generic points about the impacts of economic development. A number of simplistic observations in relation to the impacts of economic development.</td> </tr> <tr> <td style="padding: 5px;"></td> <td style="padding: 5px;">0</td> <td style="padding: 5px;">No relevant content</td> </tr> </table> <p>Indicative comment</p> <ul style="list-style-type: none"> • There are significant economic and social advantages to economic development • Economic development can create issues of exploitation and environmental pressures • The impacts may vary in relation to government policy and the political strategy (top down/bottom up) • There may be regional differences (urban/rural; core/periphery) | Level 3 (Detailed) | 7–9 marks | Demonstrates accurate and detailed knowledge and understanding about the impacts of economic development. Applies this effectively to put forward a coherent discussion which offers a balanced relative judgement about the impacts of economic development. | Level 2 (Clear) | 4–6 marks | Demonstrates appropriate and clear knowledge and understanding about the impacts of economic development. Applies this to offer a discussion which brings in both positive and negative factors in relation to the impacts of economic development. | Level 1 (Basic) | 1–3 marks | A number of largely generic points about the impacts of economic development. A number of simplistic observations in relation to the impacts of economic development. | | 0 | No relevant content | <p>9 marks AO1=3 AO2=3 AO3=3</p> |
| Level 3 (Detailed) | 7–9 marks | Demonstrates accurate and detailed knowledge and understanding about the impacts of economic development. Applies this effectively to put forward a coherent discussion which offers a balanced relative judgement about the impacts of economic development. | | | | | | | | | | | | | |
| Level 2 (Clear) | 4–6 marks | Demonstrates appropriate and clear knowledge and understanding about the impacts of economic development. Applies this to offer a discussion which brings in both positive and negative factors in relation to the impacts of economic development. | | | | | | | | | | | | | |
| Level 1 (Basic) | 1–3 marks | A number of largely generic points about the impacts of economic development. A number of simplistic observations in relation to the impacts of economic development. | | | | | | | | | | | | | |
| | 0 | No relevant content | | | | | | | | | | | | | |

Section C

Question 3 Water and energy resources

| Qu | Part | Marking guidance | Total marks |
|----|------|--|--|
| 03 | 1 | <p>Study Figure 7, a graph showing global water consumption (1900-2040 predicted).</p> <p>Complete Figure 7 using the information below.</p> <p style="text-align: center;">Global water use (predicted) 2040 = 4.5 trillion m³</p> <p>One mark for line accurately plotted.</p> | <p>1 mark AO4=1</p> |
| 03 | 2 | <p>By how much is global water consumption predicted to increase between 2020-2040?</p> <p>0.2 trillion m³</p> | <p>1 mark AO4=1</p> |
| 03 | 3 | <p>Describe changing global water consumption from 1900 – 2020.</p> <p>One mark for some appreciation of increase.</p> <p>Second mark; Accurate use of data Appreciation of rate of change Identification of different rates of change within the pattern (more rapid after late 1940s)</p> | <p>2 marks AO4=2</p> |

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|--------------------|--------------|--|--|--------------|---|--------------------|--------------|---|--|---|---------------------|---|
| 03 | 4 | <p>“Economic development is the main cause of the increasing demand for water.”</p> <p>Discuss this statement.</p> <table border="1" data-bbox="331 434 1286 913"> <tr> <td data-bbox="331 434 501 674">Level 2 (Clear)</td> <td data-bbox="501 434 628 674">3–4 marks</td> <td data-bbox="628 434 1286 674">Applies understanding of the factors that might influence the demand for water (largely economic development and population pressure) and offers a discussion which has some degree of balance and evaluative thinking OR how development might impact water efficiency with clear links to demand.</td> </tr> <tr> <td data-bbox="331 674 501 875">Level 1 (Basic)</td> <td data-bbox="501 674 628 875">1–2 marks</td> <td data-bbox="628 674 1286 875">Basic points which tend to accept the premise that economic development increases the demand for water and offers simple points to substantiate this OR how development might impact water efficiency with limited links to demand.</td> </tr> <tr> <td data-bbox="331 875 501 913"></td> <td data-bbox="501 875 628 913">0</td> <td data-bbox="628 875 1286 913">No relevant content</td> </tr> </table> <p>Indicative comment</p> <ul style="list-style-type: none"> • In the Specification Economic development and population pressure are seen as the most significant factors • The balance between these factors may vary according to the level of economic development and the amount of population pressure • Other factors may be considered, for example the efficiency of agriculture and industry and the management of water supplies | Level 2 (Clear) | 3–4 marks | Applies understanding of the factors that might influence the demand for water (largely economic development and population pressure) and offers a discussion which has some degree of balance and evaluative thinking OR how development might impact water efficiency with clear links to demand. | Level 1 (Basic) | 1–2 marks | Basic points which tend to accept the premise that economic development increases the demand for water and offers simple points to substantiate this OR how development might impact water efficiency with limited links to demand. | | 0 | No relevant content | <p>4 marks AO1=2 AO3=2</p> |
| Level 2 (Clear) | 3–4 marks | Applies understanding of the factors that might influence the demand for water (largely economic development and population pressure) and offers a discussion which has some degree of balance and evaluative thinking OR how development might impact water efficiency with clear links to demand. | | | | | | | | | | |
| Level 1 (Basic) | 1–2 marks | Basic points which tend to accept the premise that economic development increases the demand for water and offers simple points to substantiate this OR how development might impact water efficiency with limited links to demand. | | | | | | | | | | |
| | 0 | No relevant content | | | | | | | | | | |
| 03 | 5 | <p>Study Figure 8, a world map showing water scarcity (2016).</p> <p>Which of the following statements is true?</p> <p>C – Water scarcity in North Africa was above 80%</p> | <p>1 mark AO4=1</p> | | | | | | | | | |
| 03 | 6 | <p>Outline one way that water scarcity might affect food production.</p> <p>1 mark – basic appreciation that growing food will be difficult/lower production</p> <p>2 marks – some development (less water for irrigation; some crops need more water; costs may increase)</p> | <p>2 marks AO2=2</p> | | | | | | | | | |

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|--------------------|--------------|--|--|--------------|--|--------------------|--------------|--|--|---|---------------------|---|
| 03 | 7 | <p>“Water shortages might lead to conflict.”</p> <p>Discuss this statement.</p> <table border="1" data-bbox="331 394 1286 669"> <tr> <td data-bbox="331 394 501 533">Level 2 (Clear)</td> <td data-bbox="501 394 624 533">3–4 marks</td> <td data-bbox="624 394 1286 533">Demonstrates clear knowledge about the link between water shortages and potential conflict and offers a judgement about how water shortages might lead to conflict</td> </tr> <tr> <td data-bbox="331 533 501 633">Level 1 (Basic)</td> <td data-bbox="501 533 624 633">1–2 marks</td> <td data-bbox="624 533 1286 633">Basic points with limited appreciation of cause-effect in relation to the link between water shortages and potential conflict.</td> </tr> <tr> <td data-bbox="331 633 501 669"></td> <td data-bbox="501 633 624 669">0</td> <td data-bbox="624 633 1286 669">No relevant content</td> </tr> </table> <p>Indicative comment</p> <p>Conflict can be considered at different scales;</p> <ul style="list-style-type: none"> - Between nations or communities - Between different demands <p>Conflict may result from diverting/storing/using/polluting water which might affect other people. This might result in;</p> <ul style="list-style-type: none"> - Civil conflict/war - Sabotage/illegal action - Sanctions | Level 2 (Clear) | 3–4 marks | Demonstrates clear knowledge about the link between water shortages and potential conflict and offers a judgement about how water shortages might lead to conflict | Level 1 (Basic) | 1–2 marks | Basic points with limited appreciation of cause-effect in relation to the link between water shortages and potential conflict. | | 0 | No relevant content | <p>4 marks AO1=2 AO3=2</p> |
| Level 2 (Clear) | 3–4 marks | Demonstrates clear knowledge about the link between water shortages and potential conflict and offers a judgement about how water shortages might lead to conflict | | | | | | | | | | |
| Level 1 (Basic) | 1–2 marks | Basic points with limited appreciation of cause-effect in relation to the link between water shortages and potential conflict. | | | | | | | | | | |
| | 0 | No relevant content | | | | | | | | | | |
| 03 | 8 | <p>Study Figure 9, a graph showing world energy consumption (exajoules).</p> <p>By how much did total world energy consumption increase between 1994 – 2019?</p> <p>C – 230 exajoules</p> | <p>1 mark AO4=1</p> | | | | | | | | | |
| 03 | 9 | <p>Suggest two reasons for the growth of energy consumption.</p> <p>2x1 marks</p> <p>Specification – Economic development; Rising population; Increasing use of technology.</p> | <p>2 marks AO2=2</p> | | | | | | | | | |

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|---|--------------|--|--|---|
| 03 | 10 | <p>Evaluate the importance of reducing individual energy use in order to ensure a more sustainable energy future.</p> | | <p>6 marks AO1=3 AO3=3</p> |
| Level 3 (Detailed) | 5–6 marks | <p>Demonstrates accurate and detailed knowledge and understanding about how individual action can play a part in the sustainable management of energy. Applies this effectively to put forward a coherent discussion which considers the different factors that need to be considered when moving towards a more sustainable energy strategy (industry, transport, building etc) and makes a relative judgement about the influence of individual decisions.</p> | | |
| Level 2 (Clear) | 3–4 marks | <p>Demonstrates appropriate and clear knowledge and understanding about how individual action can play a part in the sustainable management of energy. Applies this effectively to put forward a coherent discussion which considers the different factors that need to be considered when moving towards a more sustainable energy strategy (industry, transport, building etc).</p> | | |
| Level 1 (Basic) | 1–2 marks | <p>A number of largely generic points about how individual action can play a part in the sustainable management of energy.</p> | | |
| | 0 | <p>No relevant content</p> | | |
| <p>Indicative comment</p> <ul style="list-style-type: none"> • Individual decisions about such things as travel, conservation within the home and leisure activities can influence individual demand for energy • Collectively, individuals can make a difference to energy demand and put pressure on broader energy users • Other factors (industry, transport) may use more energy and so have a potentially greater influence • Sustainability is not only about demand, it is also about supply and the extent to which renewable energy sources are used | | | | |

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| 03 | 11 | <p>“Technology will make the use of fossil fuels more efficient in the future.”</p> <p>To what extent do you agree with this statement?</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">Level 3 (Detailed)</td> <td style="width: 15%;">5–6 marks</td> <td>Demonstrates accurate and detailed knowledge and understanding about how the use of technology will make fossil fuel use more efficient in the future. Applies this effectively to put forward a coherent discussion which offers an evaluative judgement about the extent to which the use of technology will make fossil fuel use more efficient in the future.</td> </tr> <tr> <td>Level 2 (Clear)</td> <td>3–4 marks</td> <td>Demonstrates appropriate and clear knowledge and understanding about how the use of technology will make fossil fuel use more efficient in the future. Applies this effectively to offer a discussion which offers some evaluative judgement about the extent to which the use of technology will make fossil fuel use more efficient in the future.</td> </tr> <tr> <td>Level 1 (Basic)</td> <td>1–2 marks</td> <td>A limited number of largely generic points about how the use of technology will make fossil fuel use more efficient in the future.</td> </tr> <tr> <td></td> <td>0</td> <td>No relevant content</td> </tr> </table> <p>Indicative comment</p> <ul style="list-style-type: none"> • Focus may be on exploitation/transportation/use of fossil fuels • Technology will mean that fossil fuel power stations and oil powered vehicles are more efficient so that less fuel is required to create the same levels of energy • Carbon capture will mean air pollution resulting from burning fossil fuels will be reduced and this will reduce pollution issues, reducing environmental costs • The use of technology in exploiting fossil fuels will enable geologically difficult areas to be developed • Increased efficiency may reduce demand and the need for the exploitation of fossil fuels in sensitive environmental areas • Technology will allow further exploitation of remote and sensitive areas | Level 3 (Detailed) | 5–6 marks | Demonstrates accurate and detailed knowledge and understanding about how the use of technology will make fossil fuel use more efficient in the future. Applies this effectively to put forward a coherent discussion which offers an evaluative judgement about the extent to which the use of technology will make fossil fuel use more efficient in the future. | Level 2 (Clear) | 3–4 marks | Demonstrates appropriate and clear knowledge and understanding about how the use of technology will make fossil fuel use more efficient in the future. Applies this effectively to offer a discussion which offers some evaluative judgement about the extent to which the use of technology will make fossil fuel use more efficient in the future. | Level 1 (Basic) | 1–2 marks | A limited number of largely generic points about how the use of technology will make fossil fuel use more efficient in the future. | | 0 | No relevant content | <p>6 marks AO1=3 AO3=3</p> |
| Level 3 (Detailed) | 5–6 marks | Demonstrates accurate and detailed knowledge and understanding about how the use of technology will make fossil fuel use more efficient in the future. Applies this effectively to put forward a coherent discussion which offers an evaluative judgement about the extent to which the use of technology will make fossil fuel use more efficient in the future. | | | | | | | | | | | | | |
| Level 2 (Clear) | 3–4 marks | Demonstrates appropriate and clear knowledge and understanding about how the use of technology will make fossil fuel use more efficient in the future. Applies this effectively to offer a discussion which offers some evaluative judgement about the extent to which the use of technology will make fossil fuel use more efficient in the future. | | | | | | | | | | | | | |
| Level 1 (Basic) | 1–2 marks | A limited number of largely generic points about how the use of technology will make fossil fuel use more efficient in the future. | | | | | | | | | | | | | |
| | 0 | No relevant content | | | | | | | | | | | | | |

Question 4 Population and communication

| Qu | Part | Marking guidance | Total marks |
|----|------|--|--|
| 04 | 1 | <p>Study Figure 10, a graph showing the birth rate in India (1950-2040 predicted).</p> <p>Complete Figure 10 using the information below.</p> <p style="text-align: center;">India – predicted birth rate (per 1000) 2040 = 12</p> <p>One mark for line accurately plotted.</p> | <p>1 mark AO4=1</p> |
| 04 | 2 | <p>By how much is the birth rate in India expected to fall between 2020-2040?</p> <p style="text-align: center;">6 births per 1000</p> | <p>1 mark AO4=1</p> |
| 04 | 3 | <p>Describe the changing birth rate in India between 1950 - 2020.</p> <p>One mark for some appreciation of decrease</p> <p>Second mark Use of data Appreciation of rate of change Identification of different rates of change within the pattern</p> | <p>2 marks AO4=2</p> |

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| 04 | 4 | Discuss the effectiveness of one strategy used to reduce birth rates. | | 4 marks AO1=2 AO3=2 | |
| | | Level 2 (Clear) | 3–4 marks | | Demonstrates appropriate and clear knowledge and understanding about one strategy that has been used to reduce birth rates. Applies this effectively to consider and make a judgement about how effective the strategy has been in reducing birth rates. |
| | | Level 1 (Basic) | 1–2 marks | | Basic reference to a strategy that has been used to reduce birth rates with an observation about how it might work. |
| | | | 0 | | No relevant content |
| | | Indicative comment <ul style="list-style-type: none"> • The strategies identified within the textbook are essentially either about family planning programmes (China, India, Thailand), operating with varying levels of control or socio-economic policies based on social programmes and incentives (Kerala-India) • For Level 2 there is a clear expectation of some degree of judgement | | | |
| 04 | 5 | Study Figure 11, information about global migration (2015). What was the combined net immigration to North America, Europe and Oceania? A – 2.1 million | | 1 mark AO4=1 | |
| 04 | 6 | Give two reasons why people may have migrated to Europe. Specification – Refugees; Asylum seekers; Economic migrants Ideas about; The result of human/physical disasters; Political persecution/war; Poverty/lack of opportunities | | 2 marks AO2=2 | |

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| 04 | 7 | <p>“International migration can create social advantages.”</p> <p>Discuss this statement.</p> <table border="1" data-bbox="331 400 1287 678"> <tr> <td data-bbox="331 400 501 539">Level 2 (Clear)</td> <td data-bbox="501 400 627 539">3–4 marks</td> <td data-bbox="627 400 1287 539">Demonstrates appropriate and clear knowledge about international migration and applies this to show an awareness of how international migration can bring socio-cultural advantages.</td> </tr> <tr> <td data-bbox="331 539 501 640">Level 1 (Basic)</td> <td data-bbox="501 539 627 640">1–2 marks</td> <td data-bbox="627 539 1287 640">Shows an understanding of international migration and offers a basic identification of the advantages that it might bring.</td> </tr> <tr> <td data-bbox="331 640 501 678"></td> <td data-bbox="501 640 627 678">0</td> <td data-bbox="627 640 1287 678">No relevant content</td> </tr> </table> <p>Indicative comment</p> <ul style="list-style-type: none"> • Advantages can reference either or both of country of origin and host country • Advantages expressed in the textbook include; <ul style="list-style-type: none"> migrants sending money home to improve conditions mixing between cultures can lead to greater understanding development of new services opportunity to experience new cultures | Level 2 (Clear) | 3–4 marks | Demonstrates appropriate and clear knowledge about international migration and applies this to show an awareness of how international migration can bring socio-cultural advantages. | Level 1 (Basic) | 1–2 marks | Shows an understanding of international migration and offers a basic identification of the advantages that it might bring. | | 0 | No relevant content | <p>4 marks AO2=2 AO3=2</p> |
| Level 2 (Clear) | 3–4 marks | Demonstrates appropriate and clear knowledge about international migration and applies this to show an awareness of how international migration can bring socio-cultural advantages. | | | | | | | | | | |
| Level 1 (Basic) | 1–2 marks | Shows an understanding of international migration and offers a basic identification of the advantages that it might bring. | | | | | | | | | | |
| | 0 | No relevant content | | | | | | | | | | |
| 04 | 8 | <p>Study Figure 12, a graph showing international tourist arrivals (1960-2018).</p> <p>By how many did the number of tourist arrivals increase between 1960 - 2018?</p> <p>D – 1.3 billion</p> | <p>1 mark AO4=1</p> | | | | | | | | | |
| 04 | 9 | <p>Suggest how tourism can create economic opportunities.</p> <p>1 Mark for a basic point (creates jobs, people earn money, government tax revenue)</p> <p>2nd for some development (range of jobs with examples, idea of the multiplier, money earned can be spend on other facilities)</p> | <p>2 marks AO2=2</p> | | | | | | | | | |

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| 04 | 10 | <p>Explain how the development of international communications has encouraged the growth of tourism.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">Level 3 (Detailed)</td> <td style="width: 15%;">5–6 marks</td> <td colspan="2">Demonstrates accurate and detailed knowledge and understanding about the development of communication networks and makes a judgement about how this has encouraged the growth of tourism.</td> </tr> <tr> <td>Level 2 (Clear)</td> <td>3–4 marks</td> <td colspan="2">Demonstrates clear knowledge and understanding about the development of communication networks and offers a descriptive appreciation of how this might encourage the growth of tourism.</td> </tr> <tr> <td>Level 1 (Basic)</td> <td>1–2 marks</td> <td colspan="2">A number of largely generic points about how the development of communication might create opportunities for tourism.</td> </tr> <tr> <td></td> <td>0</td> <td colspan="2">No relevant content</td> </tr> </table> <p>Indicative comment</p> <ul style="list-style-type: none"> • The Specification context is essentially about the development of port facilities and airports • Broader aspects of “communication” may provide an opportunity to express ideas (in relation to investigating and organising potential holidays/booking holidays/social media influences etc) • Focus might be in relation to; <ul style="list-style-type: none"> opening up new areas giving the opportunity for different types of holiday (short breaks) reducing costs and thus creating more demand | | | Level 3 (Detailed) | 5–6 marks | Demonstrates accurate and detailed knowledge and understanding about the development of communication networks and makes a judgement about how this has encouraged the growth of tourism. | | Level 2 (Clear) | 3–4 marks | Demonstrates clear knowledge and understanding about the development of communication networks and offers a descriptive appreciation of how this might encourage the growth of tourism. | | Level 1 (Basic) | 1–2 marks | A number of largely generic points about how the development of communication might create opportunities for tourism. | | | 0 | No relevant content | | <p>6 marks AO1=3 AO3=3</p> |
| Level 3 (Detailed) | 5–6 marks | Demonstrates accurate and detailed knowledge and understanding about the development of communication networks and makes a judgement about how this has encouraged the growth of tourism. | | | | | | | | | | | | | | | | | | | |
| Level 2 (Clear) | 3–4 marks | Demonstrates clear knowledge and understanding about the development of communication networks and offers a descriptive appreciation of how this might encourage the growth of tourism. | | | | | | | | | | | | | | | | | | | |
| Level 1 (Basic) | 1–2 marks | A number of largely generic points about how the development of communication might create opportunities for tourism. | | | | | | | | | | | | | | | | | | | |
| | 0 | No relevant content | | | | | | | | | | | | | | | | | | | |

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| 04 | 11 | <p>“The development of ICT has led to many opportunities in NEEs”.</p> <p>To what extent do you agree with this statement?</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">Level 3 (Detailed)</td> <td style="width: 15%;">5–6 marks</td> <td>Demonstrates accurate and detailed knowledge and understanding about how the development of ICT has led to many opportunities in NEEs. Applies this effectively to put forward a coherent discussion which offers an evaluative judgement about the extent to which the development of ICT has led to many opportunities in NEEs.</td> </tr> <tr> <td>Level 2 (Clear)</td> <td>3–4 marks</td> <td>Demonstrates appropriate and clear knowledge and understanding about how the development of ICT has led to many opportunities in NEEs. Applies this effectively to offer a discussion which offers some evaluative judgement about the development of ICT has led to many opportunities in NEEs.</td> </tr> <tr> <td>Level 1 (Basic)</td> <td>1–2 marks</td> <td>A number of largely generic points about how the development of ICT has led to many opportunities in NEEs.</td> </tr> <tr> <td></td> <td>0</td> <td>No relevant content</td> </tr> </table> <p>Indicative comment</p> <ul style="list-style-type: none"> • The focus must be NEE’s • Opportunities can be social as well as economic • ICT can be used for education and information related to agriculture/industry • ICT can be linked to improvements in health • ICT can be linked to the ability to communicate ideas/support • Many jobs are directly related to ICT developments, both in the manufacturing and service areas • ICT can encourage the development of globalisation and world cities through financial institutions and TNC developments | Level 3 (Detailed) | 5–6 marks | Demonstrates accurate and detailed knowledge and understanding about how the development of ICT has led to many opportunities in NEEs. Applies this effectively to put forward a coherent discussion which offers an evaluative judgement about the extent to which the development of ICT has led to many opportunities in NEEs. | Level 2 (Clear) | 3–4 marks | Demonstrates appropriate and clear knowledge and understanding about how the development of ICT has led to many opportunities in NEEs. Applies this effectively to offer a discussion which offers some evaluative judgement about the development of ICT has led to many opportunities in NEEs. | Level 1 (Basic) | 1–2 marks | A number of largely generic points about how the development of ICT has led to many opportunities in NEEs. | | 0 | No relevant content | <p>6 marks AO1=3 AO3=3</p> |
| Level 3 (Detailed) | 5–6 marks | Demonstrates accurate and detailed knowledge and understanding about how the development of ICT has led to many opportunities in NEEs. Applies this effectively to put forward a coherent discussion which offers an evaluative judgement about the extent to which the development of ICT has led to many opportunities in NEEs. | | | | | | | | | | | | | |
| Level 2 (Clear) | 3–4 marks | Demonstrates appropriate and clear knowledge and understanding about how the development of ICT has led to many opportunities in NEEs. Applies this effectively to offer a discussion which offers some evaluative judgement about the development of ICT has led to many opportunities in NEEs. | | | | | | | | | | | | | |
| Level 1 (Basic) | 1–2 marks | A number of largely generic points about how the development of ICT has led to many opportunities in NEEs. | | | | | | | | | | | | | |
| | 0 | No relevant content | | | | | | | | | | | | | |